

engage^{ny}

Our Students. Their Moment.

SUNY and CUNY Reports on Remediation

Meeting of the Board of Regents
February 2013



Graduating College and Career Ready

New York's 4-year high school graduation rate is 74% for All Students. However, the percent graduating college and career ready is significantly lower.

June 2011 Graduation Rate

Graduation under Current Requirements

	% Graduating
All Students	74.0
American Indian	59.6
Asian/Pacific Islander	82.4
Black	58.4
Hispanic	58.0
White	85.1
English Language Learners	38.2
Students with Disabilities	44.6

Calculated College and Career Ready*

	% Graduating
All Students	34.7
American Indian	16.8
Asian/Pacific Islander	55.9
Black	11.5
Hispanic	14.5
White	48.1
English Language Learners	6.5
Students with Disabilities	4.4

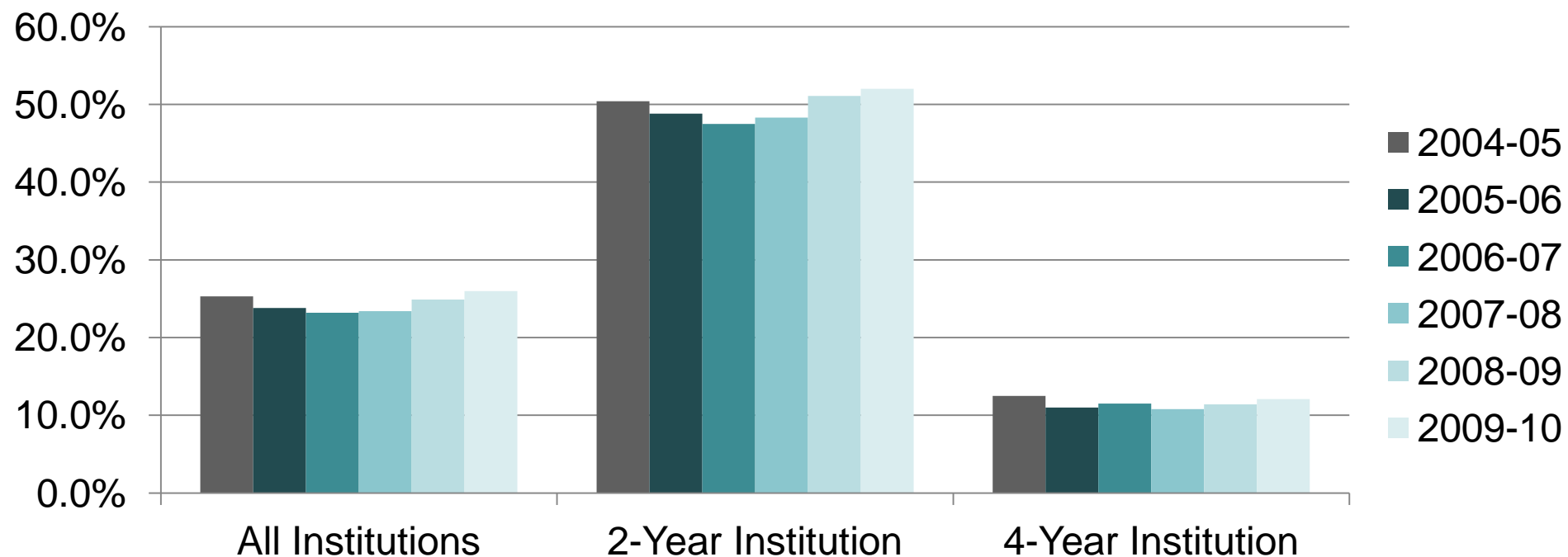
*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

College Remediation in NYS

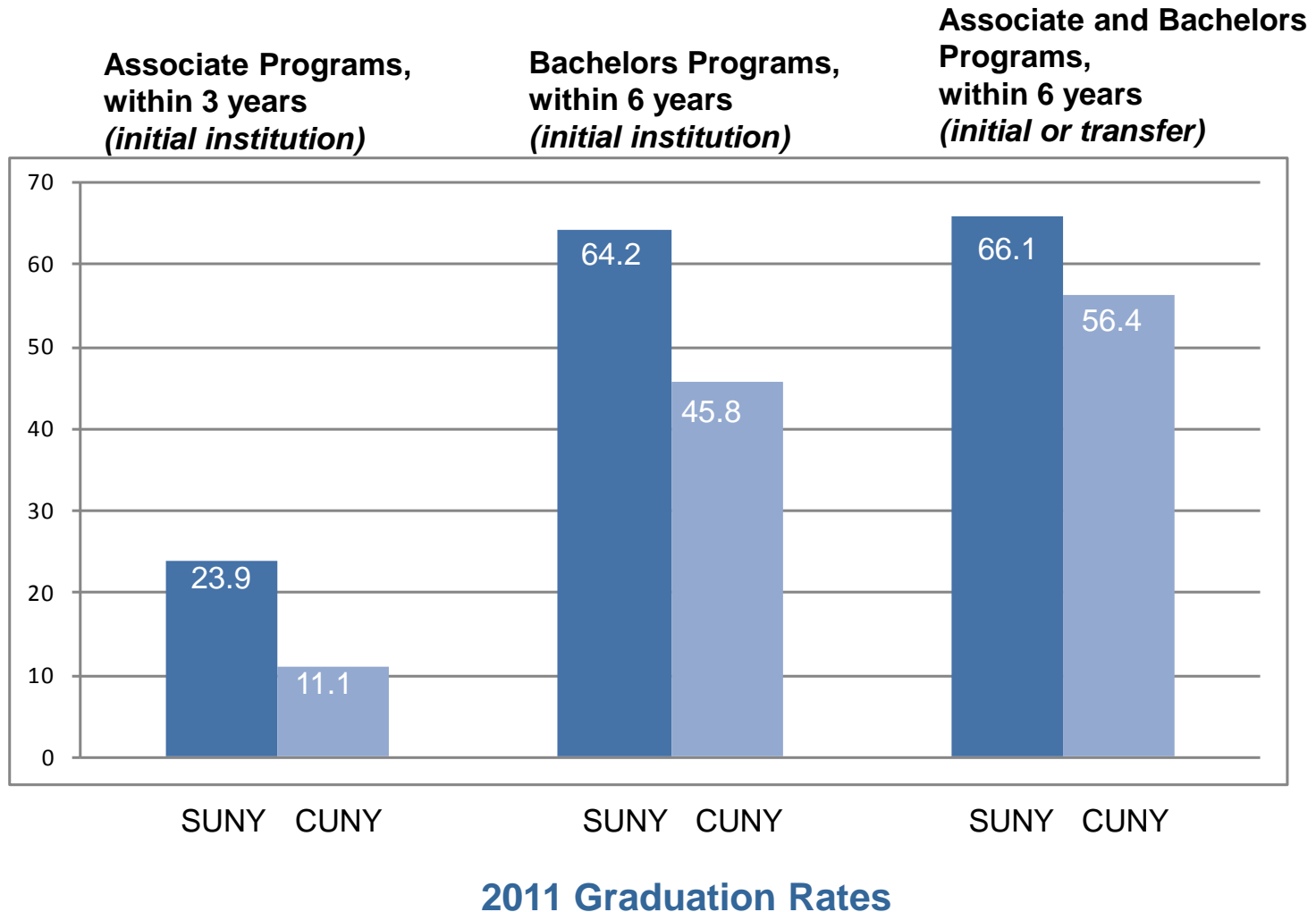
Over 50% of students in NYS two-year institutions of higher education take at least one remedial course.

Remediation Rates for First-time, Full-time Undergraduates



Source: NYSED Administrative Data for all Public, Independent and Proprietary 2- and 4-year institutions of higher education

SUNY and CUNY Graduation Rates



Talent Dividend

If New York increased its college attainment rate by just one percent – from 33.8 to 34.8 percent – the region would capture a \$17.5 billion Talent Dividend.



Source: CEOs for Cities:
<http://ceosforcities.org>

Labor Market Has Become More Demanding

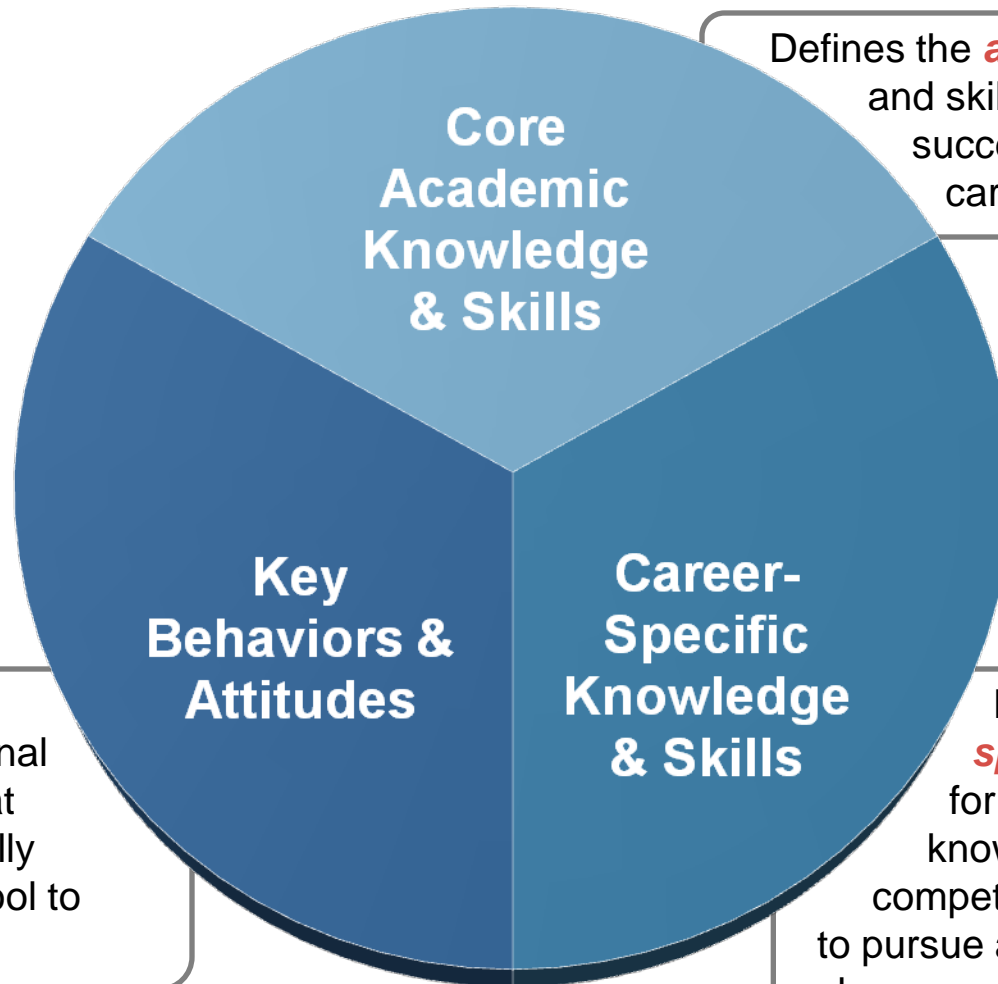
A post-secondary education is the
“Passport to the American Dream”:

Of the projected 47 million job openings between 2009-2018, nearly two-thirds will require workers to have at least some post-secondary education.

14 million job openings will go to people with an associate’s degree or occupational certificate and pay a significant premium over many jobs open to those with just a high school degree.

Sources: Pathways to Prosperity Project, Harvard University, February 2011; Georgetown Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, June 2010.

Domains of College and Career Readiness

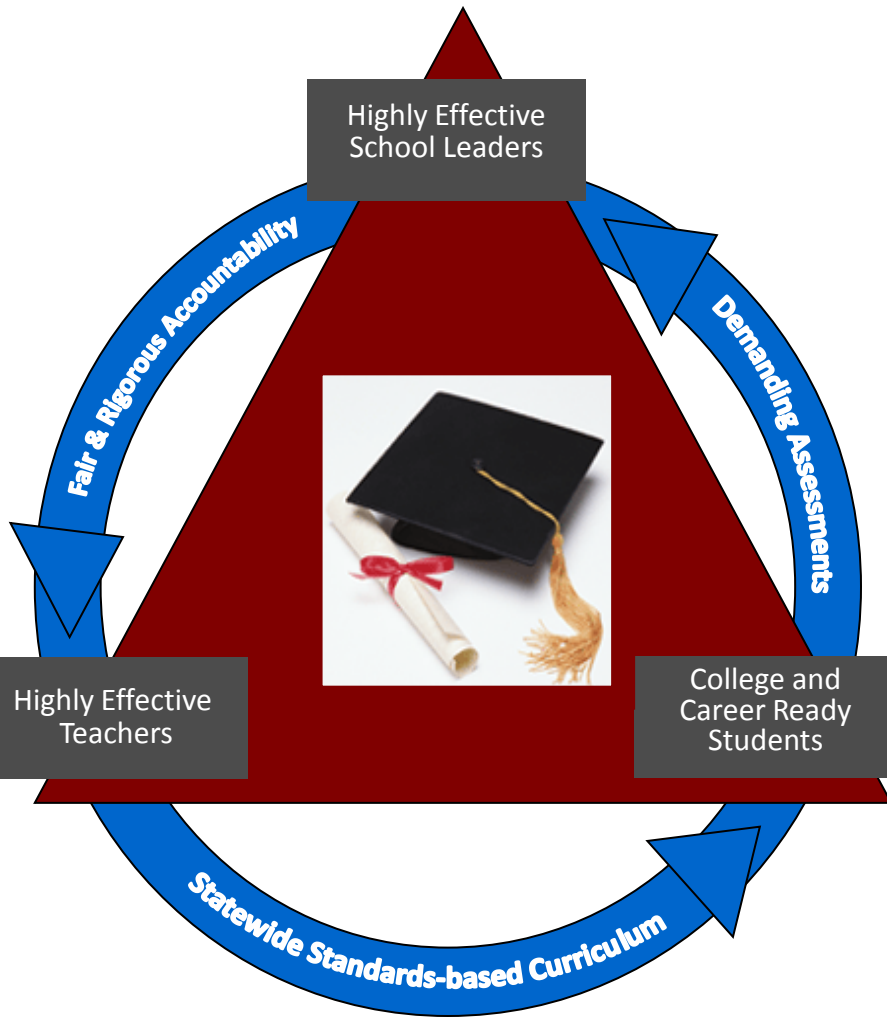


Defines the **academic** knowledge and skills students need to be successful in college and careers.

Specifies the **non-cognitive**, socio-emotional knowledge and skills that help students successfully transition from high school to college or careers.

Describes the **career-specific** opportunities for students to gain the knowledge, skills, and competencies they need to pursue and succeed in their chosen career.

Regents Reform Agenda



- Implementing **Common Core standards** and developing **curriculum and assessments** aligned to these standards to prepare students for success in college and the workplace.
- Building **instructional data systems** that measure student success and inform teacher and principals how they can improve their practice in real time.
- Recruiting, developing, retaining, and rewarding **effective teachers and principals**.
- Turning around the **lowest-achieving schools**.

Regents Priorities to Expand Access to Higher Education

TAP for Early College High School Students

- Early College High Schools are an innovative strategy to increase access to post-secondary education for economically disadvantaged students
 - **Accelerate completion of high school coursework while earning transferable college credits**

Expand the Higher Education Opportunity Program (HEOP)

- The Regents have requested \$2 million to expand HEOP.
- HEOP is currently available at 55 independent colleges and institutions and supports over 4,600 underrepresented and economically disadvantaged students.
- HEOP makes a huge difference. A recent analysis reported a 58% college graduation rate for HEOP students, compared with a 12% graduation rate for similar students nationally.

Regents Priorities to Expand Access to Higher Education

Education Equity for DREAMers Act

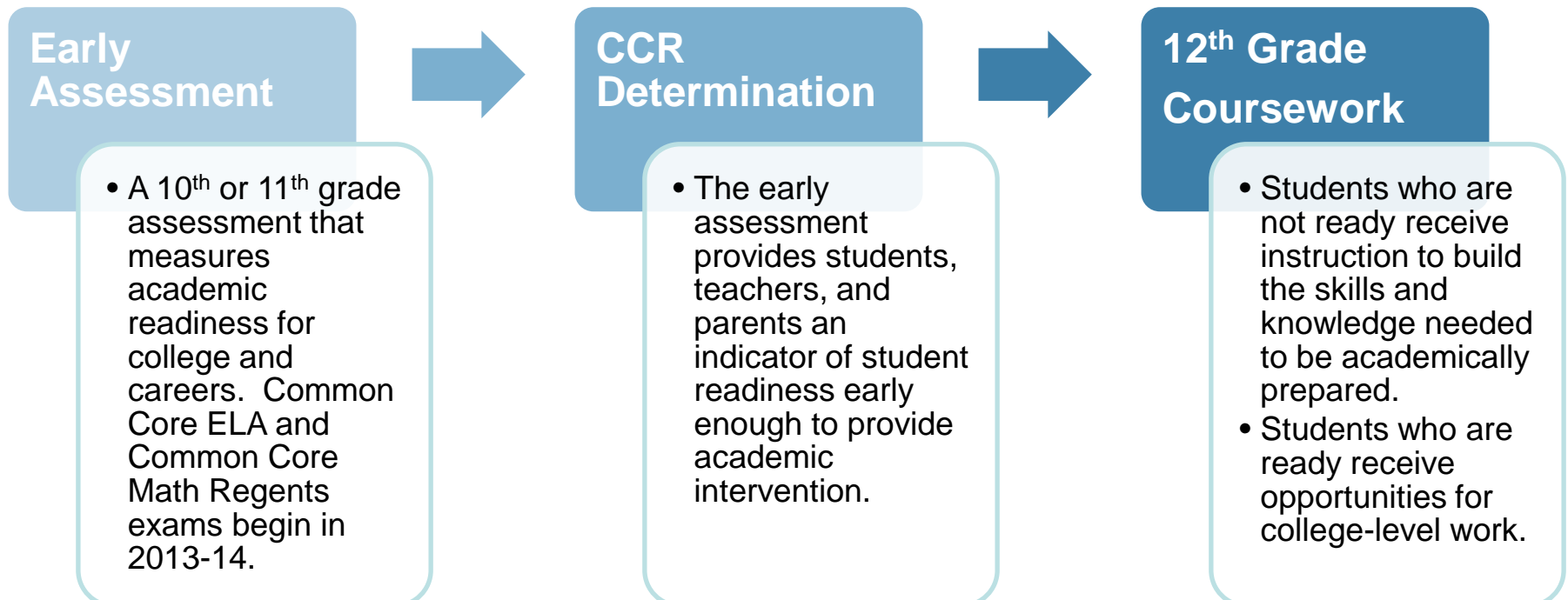
- Give undocumented students the opportunity to access higher education by making state financial aid available
 - **Our economic growth depends on a vibrant, well-educated workforce**
 - **Too many New Yorkers are denied the opportunity to get the education they need to fully participate in our economy**

Deferred Action for Childhood Arrivals (DACA) Transition Fund

- The Department recommends creation of a DACA Transition Fund designed to provide educational services and support to eligible New Yorkers
 - **Invest \$2 million to provide educational services and support for DACA-eligible out-of-school youth and young adults in New York**

Early Assessment Programs

- EAPs create a more coherent P-20 system with clear, aligned expectations and opportunities to identify and address gaps in readiness in the 12th grade.
- We are collaborating with SUNY and CUNY in the redesign of the Regents exams and development of a 12th grade transition course curriculum.



CUNY Remediation Placement Policies

Reading and Writing

- Students are considered proficient in reading and writing if they can document any one of the following:
 - **Regents Comprehensive English:** 75+
 - **SAT I:** verbal 480+, critical reading 480+
 - **ACT English:** 20+

Mathematics

- The range of **minimum scores** to be considered proficient in Math:
 - **Regents:** 80+ on Integrated Algebra, Geometry, OR Algebra 2/Trig **and** successful completion, with a C or better, of Algebra 2 & Trigonometry or a higher-level course
 - **SAT Math:** 480 – 510
 - **ACT Math:** 20-21

CUNY Recommendations

- Require 4 years of mathematics for all high school students
- Assess the college readiness of high school students before the end of 11th grade
- Provide remediation for high school students not prepared for college in the summer between 11th and 12th grades or during the 12th grade
- Expand collaboration between high school and college faculty, funded by the state
- Increase community college base aid to expand successful remediation programs

SUNY Recommendations

- Expand use of assessments by the end of the 11th grade to identify students that are not on track for college readiness
- Strengthen alignment between high school and college expectations, including a fourth year of college preparatory mathematics
- Expand Early College High Schools, transitional programs, summer bridge programs, and other evidence-based models
- Create a SUNY Pathways to Success team to develop a more consistent definition of college readiness and innovative strategies for campuses to expand accelerated developmental education program offerings
- Support funding for ECHS, transitional courses, summer bridge programs and other evidence-based models.